

HKMA David Li Kwok Po College

Annual School Plan 2015-2016

Part 1: Our Vision and Mission

Our Vision

Our vision is to operate a high performance school which provides effective schooling for educating and developing students with the life skills to become responsible, caring, self-disciplined and adaptable young people in a changing society and eventually to be employable and productive members of the community and international citizens of an increasingly globalized world. The school will nurture wholly developed, well-balanced and life-long learners who are moral, literate and cultured, intellectually, physically and emotionally strong, and ready and willing to serve society.

Our Mission

Our mission is to provide an all-round education for the total development of our students, encompassing moral, intellectual, physical, social and aesthetic aspects. The school believes that each student has worth, and is endowed with potential and that the school can and should, develop its students to the fullest. We also believe that every child has different abilities and can become an effective and independent learner by learning to accept responsibility for his or her learning.

The school exists to educate and develop every pupil to his or her full potential so that he or she will grow up to become a well-rounded person with the following attributes:

- International in outlook, culturally aware and proud of their own heritage;
- Bi-literate and tri-lingual, with the requisite confidence and competence to communicate effectively in a global community;
- Well-versed in the use of information technology both inside and outside of the classroom;
- Logical, independent and creative thinkers with the resourcefulness to make informed decisions;
- Well-prepared for continued and active life-long learning;
- Knowledgeable about humanities as well as basic scientific and mathematical concepts;
- Civic-conscious, patriotic and willing to contribute to the community;
- Morally aware and appreciative of traditional Chinese values (such as loyalty, reliability, responsibility, self-discipline, punctuality, obedience, filial piety and family values);
- Cultured and able to appreciate and enjoy the visual and performing arts;
- Physically fit and knowledgeable of healthy living

Part 2: The Overall Direction for the School Year 2015-16

The plan below and the College's direction should be seen as being one and the same. The Development of the plan has come from stakeholder data interpreted by staff and is a response to self-evaluation, a statement of where effort and direction will occur. As such, we believe that:

- Care and mutual respect are important parts of our work as educators and that our College will be more successful if we can target our care to reflect the changing nature of our College as it grows to become an established, mature institution.
- Responsibility and politeness are essential quality of an educated person that play an important part of our plan to educate our young generations
- We believe that teachers need opportunities for professional development especially in using mobile technology in daily teaching and learning, that our students require help and assistance for them to be able to grow, to learn how to seek help in the right time.
- We believe that global citizenship is important as it promotes the understanding of the student as a global citizen and the importance of sustainable development of our world
- We believe that small class learning is an effective way of providing better teaching and learning via students being able to receive more individualized care and attention.
- We believe that Information Technology is an important learning tool which we can develop more pupil-centred interactive learning, creating positive outcomes for both teachers and students.
- We believe that reading and writing and the development of critical thinking are essential skills for students worthy of particular emphasis.

Major Concern 1: Nurture our students with a positive character and prepare our students to be global citizens

1. To further develop the care and respect
2. To promote politeness
3. To develop a strong sense of responsibility and self-directed independent learning capacity
4. To understand the concept of sustainability
5. To equip students' with a global outlook and skills for the future

Item	Strategies/Tasks	Time scale	Success Criteria	Resource implication	Staff responsible	Method of Evaluation
1	<ul style="list-style-type: none"> • Further develop care and respect in the school community through various activities organized by departments and teams 	whole year	<ul style="list-style-type: none"> • 70% of our students agree the school offers a caring environment • 70% of the students and staff agree that there are mutual respect 	<ul style="list-style-type: none"> • Funding to support students to participate in various activities that promote care • Support by social worker and school counsellor 	<ul style="list-style-type: none"> • SA Team • Departments and teams 	<ul style="list-style-type: none"> • SSE data • APASO data • SA Annual report
2	<ul style="list-style-type: none"> • Teacher as a role model to showcase positive character: a life-long learner, a caring and knowledgeable facilitator, a polite and humble model and a prudent IT user. 	whole year	<ul style="list-style-type: none"> • All staff should meet a minimum of 35 CPD hours • All staff should have at least one peer lesson observation and one departmental lesson observation using iPad for both teacher and students in teaching and 	<ul style="list-style-type: none"> • SD budget • Staff need to attend seminars and workshops • IT training workshops 	<ul style="list-style-type: none"> • All staff • HoDs • Staff Development Team • DP (AA) • IT Team 	<ul style="list-style-type: none"> • CPD data and report • Peer lesson observation forms • Departmental lesson observation report • Feedback from students

Item	Strategies/Tasks	Time scale	Success Criteria	Resource implication	Staff responsible	Method of Evaluation
			learning <ul style="list-style-type: none"> • Most of the staff will act as a polite and educated role model for our students • More lessons are using mobile technology for daily teaching 			
3	<ul style="list-style-type: none"> • Develop strategies by departments and teams to promote students' responsibility and self-directed independent learning capacity 	whole year	<ul style="list-style-type: none"> • 70% of the students achieving 70% attendance rate in ECA activities • 95% of the students attending 90% of the school days • 70% of the students achieving 90% homework submission rate • 70% of the students agree that they have improved learning capacity • 70% of the students completed the e-learning tasks • 70% of the students are willing to seek help at school 	<ul style="list-style-type: none"> • Funding to support various projects or programmes conducted by departments and teams to promote responsibility and willingness to seek help 	<ul style="list-style-type: none"> • AA Team • SA Team • Departments and teams 	<ul style="list-style-type: none"> • AA annual report • SA annual report • APASO data • SSE data

Item	Strategies/Tasks	Time scale	Success Criteria	Resource implication	Staff responsible	Method of Evaluation
4	<ul style="list-style-type: none"> • Integrate education for sustainable development across the curriculum • Build more green facilities and organize activities to promote sustainability • Provide opportunities for students to explore and understand current global environmental issues • Arrange cultural exchange tours to promote concepts of sustainable development and to broaden the global perspectives 	whole year	<ul style="list-style-type: none"> • Successful completion of curriculum mapping of the school related to sustainable development in various KLAS • Successful application of ECF to build the green roof • Successful nomination of being a Green School Silver Award • Successful application for the organic farm project organized by HKBU and HSBC • 70% of the students agree the seminar and talks on environmental issues is useful • Successful completion of exchange tours • 70% of the students participating in the exchange tour agree that they have a better 	<ul style="list-style-type: none"> • Lesson time on teaching related topics • Funding to support projects or programmes related to environmental education • External funding to build green facilities • Exchange Tour Fund to support teachers as chaperons • Funding to support the exchange student for lunch, transport and running activities 	<ul style="list-style-type: none"> • SA Team • All departments and teams • Staff-in-charge of the Exchange Tour • School Development Manager (SDM) 	<ul style="list-style-type: none"> • SSE data • APASO data • Annual report of the SA Team • Feedback from students • Outcomes of the green facilities • Coherent curriculum framework related to education for sustainable development • Feedback from SDM • Feedback from exchange student

Item	Strategies/Tasks	Time scale	Success Criteria	Resource implication	Staff responsible	Method of Evaluation
			<p>understanding of the concepts of sustainable development and a broaden global perspective</p>			
5	<ul style="list-style-type: none"> • Prepare students with 21st Century skills which may include: <ol style="list-style-type: none"> 1. Learning skills- critical thinking, creative thinking, collaborating and communicating 2. Literacy skills- reading & writing skills, information technology skill 3. Life and career skills- flexibility & adaptability, initiative & self-direction, social & cross-cultural skills, and leadership 	whole year	<ul style="list-style-type: none"> • Successful completion of seminar(s) or workshop(s) on 21st Century skills • 70% of the students agree that the programme(s) is helpful 	<ul style="list-style-type: none"> • Funding to support speakers 	<ul style="list-style-type: none"> • SA Team • Departments 	<ul style="list-style-type: none"> • AA annual report • SA annual report • APASO data • SSE data

Major Concern 2: Help our students to take initiative to learn and continue to uplift their academic performances

1. **To help our students understand the importance of taking their own initiatives to learn**
2. **To further uplift their performances in public examinations**
3. **To further promote reading and writing across the curriculum**
4. **To further develop teaching and learning through effective communication, collaborative teaching and learning, development of critical thinking skills and pedagogy embracing creativity**

Item	Strategies/Tasks	Time scale	Success Criteria	Resource implication	Staff responsible	Method of Evaluation
1	<ul style="list-style-type: none"> • Develop students' positive and proactive learning skills through questioning, goal setting and learning attitude through self-reflection • Cultivate habits of pre-lesson, note-taking and post lesson revision • Provide opportunities for sharing of good practices on how to take an proactive role in learning 	whole year	<ul style="list-style-type: none"> • Successful completion of peer lesson observations with at least two of these elements • SSE data showing their initiative to learn reach over 3.0 • Successful introduction of iclass as a learning management platform to facilitate self-directed learning • Sharing sessions offered through Campus TV, FA and CTP 	<ul style="list-style-type: none"> • Upgrade campus TV facilities using QEF and school fund • Greater school funding to support small class teaching 	<ul style="list-style-type: none"> • DP (AA) • SA Team • HoDs 	<ul style="list-style-type: none"> • SA Annual report • AA Annual report • SSE data • School-based data • Peer lesson observations
2	<ul style="list-style-type: none"> • Cater for students' learning diversity through various departmental teaching and 	whole year	<ul style="list-style-type: none"> • Successful completion of collaborative lesson preparation in common 	<ul style="list-style-type: none"> • Greater school funding to 	<ul style="list-style-type: none"> • SDM • DP (AA) 	<ul style="list-style-type: none"> • AA Annual report • SSE data

Item	Strategies/Tasks	Time scale	Success Criteria	Resource implication	Staff responsible	Method of Evaluation
	<p>learning strategies, staff development programme and collaborative lesson preparation.</p> <ul style="list-style-type: none"> Continue to arrange small class teaching to provide more individualized care and consolidate foundation skills Continue to provide a diverse learning opportunities through enrichment programmes, remedial support and other learning experience beyond classrooms 		<p>time slots learning</p> <ul style="list-style-type: none"> S1 and S4 to S6 offer 5 classes and all levels offer 6 or more groups in core subjects to promote small class teaching Successful implementation of enrichment classes, remedial classes and extra lessons for most the subjects 	<p>support small class teaching</p>	<ul style="list-style-type: none"> HoDs 	
3	<ul style="list-style-type: none"> Further strengthen reading through DEAR time and departmental reading and writing schemes 	whole year	<ul style="list-style-type: none"> Successful provision of quality reading time at period zero on at least 3 days per week for quiet reading and reflective writing Continue launching of the reading and writing scheme Uploading of students' writing in e-format in our school webpage 	<ul style="list-style-type: none"> Time tabling Library support on production of e-reading materials 	<ul style="list-style-type: none"> HoDs Library Team Reading and Writing Team 	<ul style="list-style-type: none"> Feedback from reading team SSE data
4	<ul style="list-style-type: none"> Continue to use e-learning resources and mobile technology to enhance learning and teaching 	whole year	<ul style="list-style-type: none"> Continuous subscription of various e-learning platforms including EB, ilearner, Twigs World, 	<ul style="list-style-type: none"> IT funding to support e-learning platforms, 	<ul style="list-style-type: none"> IT Team All departments and teams 	<ul style="list-style-type: none"> Evaluation feedback from the EB and ilearner

Item	Strategies/Tasks	Time scale	Success Criteria	Resource implication	Staff responsible	Method of Evaluation
	<ul style="list-style-type: none"> • Revise Junior ICT curriculum to enhance communication skills • Incorporate creative ideas/elements /creativity in the daily teaching and learning in various departments • Integrate critical/high order thinking and problem solving skills in daily teaching, learning and assessment 		<ul style="list-style-type: none"> and Online Quiz • Successful implementation of the ICDL curriculum • Successful display of students' creative works in school campus • More sharing activities on teaching of high order thinking/creativity • More peer/departmental lesson observation related to use of iPad for interactive teaching 	<ul style="list-style-type: none"> knowledge management system, mobile devices • Extra teacher employed to teach ICDL 	<ul style="list-style-type: none"> • SDM 	<ul style="list-style-type: none"> • Feedback from students